

Palmetto Charter School

310 Circle Slope Drive
Simpsonville, South Carolina 29681

Grades	6-9 Middle School	
Enrollment	39 Students	
Principal	Closed	864-967-4341
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	9	0	0	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 1 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Unsatisfactory	Unsatisfactory	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

65.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

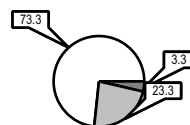
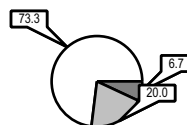
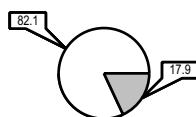
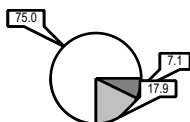
English/Language Arts

Mathematics

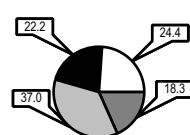
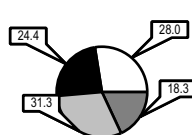
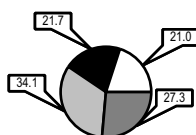
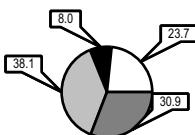
Science

Social Studies





Our School



Middle Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	36	69.4	63.2	26.3	10.5	0.0	15.8	No	No
Gender									
Male	29	65.5	71.4	21.4	7.1	0.0	7.1		
Female	7	85.7	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	26	69.2	61.5	30.8	7.7	0.0	15.4	I/S	I/S
African American	7	71.4	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	16	62.5	I/S	I/S	I/S	I/S	I/S		
Disabled	20	75.0	81.8	18.2	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	36	69.4	63.2	26.3	10.5	0.0	15.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	36	69.4	63.2	26.3	10.5	0.0	15.8		
Socio-Economic Status									
Subsidized meals	9	44.4	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	24	75.0	60.0	26.7	13.3	0.0	20.0		

Mathematics – State Performance Objective = 36.7%									
All Students	36	83.3	79.2	20.8	0.0	0.0	4.2	No	No
Gender									
Male	29	79.3	83.3	16.7	0.0	0.0	0.0		
Female	7	100.0	I/S	I/S	I/S	I/S	I/S		
Racial/Ethnic Group									
White	26	84.6	70.6	29.4	0.0	0.0	5.9	I/S	I/S
African American	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	16	81.3	72.7	27.3	0.0	0.0	9.1		
Disabled	20	85.0	84.6	15.4	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	36	83.3	79.2	20.8	0.0	0.0	4.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	36	83.3	79.2	20.8	0.0	0.0	4.2		
Socio-Economic Status									
Subsidized meals	9	55.6	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	24	91.7	78.9	21.1	0.0	0.0	5.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	36	77.8	66.7	25.0	8.3	0.0	8.3
Gender							
Male	29	72.4	72.2	22.2	5.6	0.0	5.6
Female	7	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	26	73.1	50.0	37.5	12.5	0.0	12.5
African American	7	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	3	66.7	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	16	68.8	50.0	40.0	10.0	0.0	10.0
Disabled	20	85.0	78.6	14.3	7.1	0.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	36	77.8	66.7	25.0	8.3	0.0	8.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	36	77.8	66.7	25.0	8.3	0.0	8.3
Socio-Economic Status							
Subsidized meals	9	66.7	I/S	I/S	I/S	I/S	I/S
Full-pay meals	24	83.3	61.1	27.8	11.1	0.0	11.1

Social Studies							
All Students	36	86.1	68.0	28.0	4.0	0.0	4.0
Gender							
Male	29	82.8	73.7	21.1	5.3	0.0	5.3
Female	7	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	26	84.6	58.8	41.2	0.0	0.0	0.0
African American	7	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	3	66.7	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	16	81.3	45.5	45.5	9.1	0.0	9.1
Disabled	20	90.0	85.7	14.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	36	86.1	68.0	28.0	4.0	0.0	4.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	36	86.1	68.0	28.0	4.0	0.0	4.0
Socio-Economic Status							
Subsidized meals	9	66.7	I/S	I/S	I/S	I/S	I/S
Full-pay meals	24	91.7	63.2	31.6	5.3	0.0	5.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	16	68.8	I/S	I/S	I/S	I/S	I/S
	7	12	58.3	I/S	I/S	I/S	I/S	I/S
	8	8	87.5	I/S	I/S	I/S	I/S	I/S
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	16	81.3	I/S	I/S	I/S	I/S	I/S
	7	12	75.0	I/S	I/S	I/S	I/S	I/S
	8	8	100.0	I/S	I/S	I/S	I/S	I/S
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	16	81.3	I/S	I/S	I/S	I/S	I/S
	7	12	58.3	I/S	I/S	I/S	I/S	I/S
	8	8	100.0	I/S	I/S	I/S	I/S	I/S
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	16	87.5	I/S	I/S	I/S	I/S	I/S
	7	12	75.0	I/S	I/S	I/S	I/S	I/S
	8	8	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 39)				
Students enrolled in high school credit courses (grades 7 & 8)	27.3%	N/R	27.3%	15.5%
Retention rate	5.7%	N/A	1.4%	3.0%
Attendance rate	99.1%	N/A	96.5%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%	N/A	3.0%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.7%	N/A	3.0%	4.6%
Eligible for gifted and talented	0.0%	N/A	34.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	80.0%	N/A	10.1%	13.6%
Older than usual for grade	5.1%	N/A	1.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.8%	0.8%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n= 4)				
Teachers with advanced degrees	N/A	N/A	61.2%	51.8%
Continuing contract teachers	N/A	N/A	82.9%	78.1%
Highly qualified teachers	N/A	N/A	90.0%	89.6%
Teachers with emergency or provisional certificates	N/A	N/A	2.9%	6.0%
Teachers returning from previous year	N/A	N/A	89.8%	85.4%
Teacher attendance rate	88.2%	N/R	95.0%	94.9%
Average teacher salary	I/S	I/S	\$43,637	\$41,328
Prof. development days/teacher	7.5 days	N/R	11.1 days	11.5 days
School				
Principal's years at school	0.0	N/R	5.8	3.0
Student-teacher ratio in core subjects	10.3 to 1	N/R	22.6 to 1	21.3 to 1
Prime instructional time	86.6%	N/R	90.0%	89.3%
Dollars spent per pupil*	N/A	N/A	\$5,537	\$6,022
Percent of expenditures for teacher salaries*	N/A	N/A	64.3%	61.7%
Opportunities in the arts	Poor	N/R	Good	Good
Parents attending conferences	99.0%	N/R	95.4%	96.1%
SACS accreditation	No	N/R	Yes	Yes
Character development program	Average	N/R	Excellent	Good
* Prior year audited financial data are reported.				
		Our District	State	
Highly qualified teachers in low poverty schools		92.8%	89.4%	
Highly qualified teachers in high poverty schools		95.5%	90.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school		65.0%		
Student attendance in this school		95.3%	Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our Mission Statement: Palmetto Charter School (PCS) exists to provide middle school aged students with ADD/ADHD an equitable opportunity to engage in a personalized, accelerated, and non-traditional educational experience that focuses on scholastic achievement, responsible behavior, lifelong learning, and self advocacy. PCS expects parental involvement in the overall educational process of the child.

Palmetto Charter School is a charter middle school for 6, 7, and 8 grades. In 2004-2005, its first year of operation, PCS served as many as 40 students with Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder. The school has a 10:1 Student to Teacher ratio so all students receive special attention. Many of our students exhibited major improvement in their academic performance based on pre- and post-testing with Woodcock-Johnson III. PAC test scores will be listed if available before the deadline.

The typical student applying for enrollment at PCS will be a rising 6th, 7th, or 8th grader with a diagnosis of ADD/ADHD. The student may have an Individual Education Plan but none is required. All students receive special consideration of their individual needs whether they have IEP's or not. PCS contracts for counseling services for all students and parents. As a charter school we are seeking a maximum enrollment of 100 students for the 2005-2006 school year but have not yet received approval from the Greenville County School District. If space is available PCS will enroll students using a lottery system. As a charter school PCS does not charge tuition, but welcomes contributions as a tax-exempt 501(c)(3) corporation.

The Board of Directors of PCS is composed entirely of volunteers, mainly parents of the enrolled students, and welcomes volunteers from within and without the PCS family. The Board is extremely dedicated to continuous improvement of course offerings, teacher credentials, and other resources including course work for high school credit. PCS is a member of the South Carolina Association of Public Charter Schools (SCAPCS). This association provides a mutual support network for member schools and offers training for board members. In addition to SCAPCS our school is seeking qualified individuals to serve on an Advisory Council on a volunteer basis. These individuals should fit one or more of these criteria: possess experience in educating special needs children or be certified in special education; be qualified on the basis of professional credentials, for example as a child psychologist or educational counselor; have an interest in promoting charter schools in South Carolina; be experienced in evaluating charter compliance and assessing the need for corrective action. In addition they must be willing to devote time to meeting with the Advisory Council and the Board of Directors of PCS on at least a monthly basis for six months beginning in August 2005.

David R. Forbes, Chairman, Board of Directors
Stephanie B. Davis, Administrator 2004-2005.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	3	6	7
Percent satisfied with learning environment	I/S	I/S	I/S
Percent satisfied with social and physical environment	I/S	I/S	I/S
Percent satisfied with school-home relations	I/S	I/S	I/S

*Only students at the highest middle school grade level at this school and their parents were included.